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ABSTRACT

An administrator describes a systematic approach to develop, store, and recall individualized education programs (IEPs) for handicapped students. The approach is designed to reduce time requirements and make classroom supervision and long term student data management more efficient. A thesaurus (presently, over 4,000 entries are stored in the Burroughs 6700 memory) of area, task, and skills (with numeration for computer usage) for behavioral objectives (appended) lists behaviorally based objectives for use in developing the IEPs. Thirty-three areas are represented in the thesaurus, including articulation, basic concepts, community management, gross and fine motor coordination, mathematics, reading skills, social interaction, vocabulary, and sensory/experience integration. Areas are further broken down into tasks and skills. The completed list of objectives is entered into the computer, and a mini-IEP and a longitudinal review of student progress are produced. The system can be used prior to yearly reviews, as well. Additional appended material includes sample IEPs (in computer printout form) developed using the approach. (CL)

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COMPUTER MANAGEMENT

I.E.P.S

IN THE

STEVENS POINT, WISCONSIN PUBLIC SCHOOLS

BY

Dr. Robert Kellogg
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For The

Council of Administrators of Special Education
Computer Use Conference
Indianapolis, Indiana

March 24, 1983

EC164429

Both Federal and State Laws require the development of an Individualized Educational Plan at least yearly for each student enrolled. This process is recognized as the single most unique element of special education. It also requires significant amounts of time and effort on the part of the educational staff.

In reviewing this process, my predecessors and I in Stevens Point began to develop a systematic approach to the development, storage and recall of these documents. What you find in this small packet are some elements which have provided significant relief in the time requirement. It also, as a by-product, has made other tasks like classroom supervision and long term student data management more sufficient.

Elements

Thesaurus of Area, Task and Skills for Behavioral Objectives - This document is a listing of a variety of behaviorally based objectives used by the classroom teacher or teachers in the process of developing the individualized educational plan. Objectives are catagorized into several areas. The areas are further broken down into tasks and skills.

The present system has over 4000 entries which are stored in the mainframe (Burroughs 6700) memory. The teacher on the original I.E.P. conference would, for example review the evaluation data and the problem learning behaviors. This information becomes the basis for selection of behavioral objectives from the Thesaurus (Appendix A) or to develop new ones which are placed on the original document (Appendix B).

When completed by the staff and parents, the rough draft is sent to the data management technician for entry into the computer. (See data entry forms Appendix C) The computer then develops a file and prints it out in multiple copies for the central file, all involved teachers, the building file, and the parents.

Two interesting by-products are produced. They are:

a. A mini-I.E.P. which can be used by the teacher evaluator to review those activities used so as to relate them to the individual I.E.P. (Appendix D)

b. A longitudinal review of student progress showing completed, continued or discontinued objectives.

Other activities possible with the program are:

a. A readout of the students production modalities (Appendix E). For example, a modality code of 2-2 would indicate the student will listen and write for the expected objective outcome. Of course the criteria and materials are also listed.

b. Certain due process time lines are stored. (e.g. date of referral, date of parent permission, sixty day time line) which we all know is a helpful bit of data.

One other interesting feature of the program is the ability to call back all due I.E.P.s one month prior to the anniversary date for the yearly review. It is also, of course, possible to call back an I.E.P. for review at any time.

The overall savings in I.E.P. development is estimated in the first year to be 40%. That means that if initial I.E.P. development and yearly review formally took three hours, it would take less than two hours - a significant savings in the average caseload and at the average teacher's salary. It also leaves more time for service to students! A valuable outcome indeed.

This quick overview serves to introduce a system which has demonstrated effectiveness in meeting information, programatic and legal information needs in one medium sized district (7500 students) in Wisconsin. All potentials have not been explored. Development costs have been minimal and have come from P.L. 94-142 funds. The salary of the Data Management Technician also comes from that source.

The final sample (Appendix F) is a copy of a completed I.E.P. for a student who has been receiving speech and language and now qualifies for learning disabilities services. This puts a lot of information in one package! A comprehensive one at that. Hopefully, this packet will help define certain parameters which could help others explore the same path.

APPENDIX A

THESAURUS OF AREA, TASK, SKILL

FOR

BEHAVIORAL OBJECTIVES

AND

IEP'S

(with numeration for computer usage)

6th Revision

Robert C. Kellogg, Ed.D.

Director of Special Education

and

1981 Special Education Staff

Stevens Point Public School District

(First Three Revisions - Dr. Wayne A. Jones, Ph.D.)

(Fourth Revision - Richard J. Disher, M.Ed.)

(Fifth Revision - Robert D. Kellogg, Ed.D.)

Acknowledgements: These terms were compiled from C. O. R. E. by the Massachusetts State Division of Special Education, from Basic Life Function Instructional Program Model by the Wisconsin State Division of Handicapped Children, from Select Ed by M. Schrago, from P. A. C. S. by W. A. Jones, from Western Cerebral Palsy Centre, London, England, and from Dr. Ronal Alexander, C.P. Project Curative Workshop, Milwaukee, Wisconsin.

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The Thesaurus will be in a constant state of revision. Care should be taken to ensure that all "updates" are entered and activated according to instructions. For example, there are some tasks which do not now have skills listed for them. These cannot be used until direction is sent from the office of the Director of Special Education.

This system is far more flexible than the other. We are able to add, change, or delete the ATS's. With this in mind, any and all suggestions for the Thesaurus will be considered and all attempts will be made to revise according to staff and "field" needs. Keep in mind that it may take time, but please do not hesitate to develop and submit ideas to the Office of Director of Special Education.

Each time a selection is made from the Thesaurus, the full six digit ATS number must be used. The number, for example, for "copying numerals 1-100 is 14 (AREA - Math), C6 (Task - Writing Numerals), and 03 (Skill - Copies 1-100)".

There are no 6 digit ATS numbers that end with 00.

02 ARTICULATION - AREA

Task 01 Production in Isolation/Syllables

Skill
01 p, b
02 t, d
03 k, g
04 f, v
05 th, th, w, h, wh
06 s, z, s-blends
07 sh, zh, ch, j
08 m, n, ng
09 r, r-blends, vocalic r
10 l, l-blends in isolation
11 ie, ue, ou, ow, oi, oy
12 ee, i, e, ae, a, u
13 o, au, aw, oo, oo, oe
14 Tactile awareness of articulators during speech

Task 02 Production in Words (Repetition/Label)

Skill
01 p, b
02 t, d
03 k, g
04 f, v
05 th, th, w, h, wh
06 s, z, s-blends
07 sh, zh, ch, j
08 m, n, ng
09 r, r-blends, vocalic r
10 l, l-blends
11 ie, ue, ou, ow, oi, oy
12 ee, i, e, ae, a, u
13 o, au, aw, oo, oo, oe

Task 03 Production in Sentences/Reading

Skill
01 p, b
02 t, d
03 k, g
04 f, v
05 th, th, w, h, wh
06 s, z, s-blends
07 sh, zh, ch, j
08 m, n, ng
09 r, r-blends, vocalic r
10 l, l-blends
11 ie, ue, ou, ow, oi, oy
12 ee, i, e, ae, a, u
13 o, au, aw, oo, oo, oe

02 ARTICULATION (Cont'd) - AREA

Task 04 Production in Conversation

Skill
01 p, b
02 t, d
03 k, g
04 f, v
05 th, th, w, h, wh
06 s, z, s-blends
07 sh, zh, ch, j
08 m, n, ng
09 r, r-blends, vocalic r
10 l, l-blends
11 ie, ue, ou, ow, oi, oy
12 ee, i, e, ae, a, u
13 o, au, aw, oo, oo, oe

Task 05 Approximation of Production (Compensation)

Skill
01 Phoneme
02 Word

Task 06 Intelligibility

Skill
01 Inclusion of final sounds/word endings
02 Increase overall intelligibility
03 Inclusion of initial consonants
04 Inclusion of medial sounds
05 Produces appropriate number of syllables per word
06 Produces all sounds in appropriate sequence in words
07 Produces multisyllabic words
08 Self monitors and corrects - carryover

Task 07 Auditory Discrimination

Skill
01 Voices/voiceless sounds - f-v, p-b, t-d, etc.
02 Vowels
03 Discrimination of teacher model - correct/incorrect
04 Discrimination of own production - correct/incorrect

03 AUDITORY SKILLS - AREA

Task 01 Auditory Memory Skills

Skill
01 Repeats in sequence a 2-word phrase
02 Repeats in sequence a 3-word phrase
03 Repeats in sequence a 4-word phrase
04 Repeats in sequence 3 unrelated words
05 Repeats from memory 2-4 line poem/rhyme
06 Repeats from memory 4-6 line poem/rhyme
09 Repeats in sequence letter of alphabet
10 Repeats sequence of sounds/words in variable noise to sign ratio
11 Repeats in sequence 4 or more sequentially presented sentences
12 Tells own phone number
13 Categorizes sounds (loud, soft, animal. city)
14 Reproduces rhythmic pattern of meaningful or nonsense vocalizations
15 Repeats 3 units
16 Repeats 4 units
17 Repeats 5 units
18 Uses chunking strategy
19 Uses subvocal repetition
20 Uses visualization strategy
21 Uses association strategy
22 Uses notetaking effectively

Task 02 Auditory Analysis of Concepts

Skill
01 Identifies main idea in listening selection - story
02 Identifies details to support main idea in listening selection
03 Identifies implied meanings in listening selection
04 After listening to selection draws conclusion
05 After listening to selection draws inferences
06 Describes how listening selections relates to own life
07 Describes how/why events took place in listening situation
08 Identifies specific elements in listening situation: who, when, where, what
09 Analyze cause and effect relationships in listening situation
11 Describes emotions which are communicated in picture
12 Distinguishes between fact and fantasy in picture
13 Distinguishes emotions which are communicated in picture
14 Identify character traits portrayed in listening selection
15 Describes mood of listening selection
16 Distinguishes between fact-opinion in listening selection
17 Demonstrates specific recall of content in listening selection
18 Differentiate among fact, information, value judgement in listening selection
19 Identifies motivational and attentional set which enhances or inhibits listening

Task 03 Auditory Closure Skills

Skill
01 Substitutes initial, medial, or final consonants on morphemic base to form new words
02 Adds sounds to morphemic base to form new words

33 VISION - AREA

Task 01 Pre-Braille

Skill 01 Tactile Discrimination of concrete object - shape, size, texture, weight, volume
02 Analysis and comparison of concrete objects - shape, size, texture
03 Tactile discrimination of repre. or 2 dimensional object - size, shape, texture
04 Analysis and comparison of repre. or 2 dimensional objects - size, shape, texture
05 Analysis and comparison of abstract concepts
06 Demonstrates knowledge of compar. sizes, shapes, texture, of object without tactual experience

Task 02 Braille (Identification)

Skill 01 Letters of alphabet
02 Whole Word Signs
03 Capitalization
04 Comma
05 Indentation
06 Period
07 Arabic Numerals
08 Composition Signs
09 Punctuation Marks
10 Short-form words
11 Initial Contractions
12 Part-word Signs
13 Lower Part-word Signs
14 Fianl Signs
15 Abbreviations of Measure

Task 03 Braille (Writes)

Skill 01 Letters of Alphabet
02 Whole Word Signs
03 Capitalization
04 Comma
05 Identation
06 Period
07 Arabic Numerals
08 Composition Signs
09 Punctuation Marks
10 Short-form words
11 Initial Contractions
12 Part-word Signs
13 Lower part-word Signs
14 Final Signs
15 Abbreviations of Measure

Task 04 Pre-mobility Skills

Skill 01 Names body parts
02 Says functions of body parts

40 VOCATIONAL SKILLS - WOODWORKING - AREA

Task 01 Circular Saw

Skill
01 Crosscuts using the miter gauge
02 Crosscuts multiple pieces to uniform size using miter gauge and stop blocks
03 Rips using the fence
04 Rips narrow stock using proper push procedures
05 Rips short stock using proper bold-down procedures
06 Uses feather board for appropriate ripping operations
07 Cuts angles using the miter gauge
08 Cuts angles using the rip fence and tilt adjustment wheel
09 Cuts tenons using the dado head
10 Cuts dados using the dado head
11 Cuts rabbets using the dado head
12 Cuts grooves using the dado head
13 Makes accurate adjustments of the rip fence
14 Makes accurate adjustments of the miter gauge
15 Changes saw blades
16 Installs multiple unit dado head
17 Cuts end mortises
18
19
20
21
22

Task 02 Jointer

Skill
01 Joints edge surfaces
02 Joints broad surfaces
03 Joints end surfaces
04 Joints a chamfer
05 Joints a bevel
06 Joints a taper
07 Joints a rabbet
08 Uses appropriate push equipment
09 Adjusts front table accurately
10 Observes grain structure to prevent chipping
11
12
13
14
15

Task 03 Surfacer-Planer

Skill
01 Surfaces to proper thickness
02 Observes grain structure to prevent chipping
03
04
05
06

APPENDIX B

COPIES:
DIR. OF SP. ED
PRINCIPAL
PARENTS-GUARDIANS
ALL TEACHERS
FILE

I E P

INDIVIDUAL EDUCATION PLAN
STEVENS POINT AREA PUBLIC SCHOOL DISTRICT
(SUPPLEMENTED BY DAILY LESSON PLAN)

INITIAL REPORT ____
PROGRESS REPORT ____
ADDENDUM REPORT ____
COMPLETION REPORT ____
M-TEAM EVALUATION ____
NON EEN STUDENT ____
LAST REPORT DATE _____
M-TEAM DATE _____

STUDENT ID NO: STUDENT NAME: FIRST NAME: GRADE ___

PARENT-GUARDIAN: ADDRESS: CITY: ZIP CODE:

DIST. OF RES.: EEN CODE: DOB: TEST GIVEN:

TEST DATE: TEST SCORE: FS IQ: VB IQ: PF IQ: IQ: MA: PLA:

FUNCTIONAL READING LEVEL: FUNCTIONAL MATH LEVEL: SCHOOL ATTENDING:

ACTIVE CODE: TIME REGULAR ED: TIME MAJOR EEN AREA: 3 YEAR REEVALUATIO. DATE:

LD FORMULA: X X = ADAPTIVE PHY ED YES NO TRANSPORTATION:

SPECIFIC REASON FOR REFERRAL _____ DATE OF REFERRAL _____

HANDICAPPING OR OTHER CONDITIONS _____

PARENTS IN ATTENDANCE AT M-TEAM STAFFING: YES NO RESIDENCE TELEPHONE NO: _____

FOSTER PARENTS: _____ ADDRESS _____

CURRENT HEALTH, PSYCHOLOGICAL, SCHOOL SERVICES _____

WITH THE KNOWLEDGE AND INFORMATION KNOWN TO ME AT THIS TIME I BELIEVE PLACEMENT/CONTINUATION/ COMPLETION OF THE PLACEMENT IN THE _____ PROGRAM(S) IS IN THE BEST INTEREST OF THE ABOVE NAMED PERSON.

SIGNATURES REQUIRED TEACHERS SHOULD SUBMIT MINORITY REPORTS IF NEEDED AND NOTE

COORDINATOR: _____ TEACHER/AREA/ID NO.: _____

PRINCIPAL: _____ TEACHER/AREA/ID NO.: _____

TEACHER/AREA/ID NO.: _____ TEACHER/AREA/ID NO.: _____

I HAVE READ AND UNDERSTAND THIS REPORT, MY RIGHTS TO PARTICIPATE IN ITS DEVELOPMENT AND MY RIGHT TO APPEAL THOSE OBJECTIVES OR PLACEMENTS WITH WHICH I AM IN DISAGREEMENT AT ANY TIME. I AGREE WITH THE CURRENT RECOMMENDATIONS.

_____ _____
SIGNATURE OF PARENT/GUARDIAN/SURROGATE PARENT/STUDENT DATE

I AM DISSATISFIED WITH THE OBJECTIVES AND/OR PLACEMENT RECOMMENDED FOR MY CHILD AND I REQUEST ANOTHER M-TEAM STAFFING.

_____ _____
SIGNATURE OF PARENT/GUARDIAN/SURROGATE PARENT/STUDENT DATE

_____ _____
DIRECTOR OF SPECIAL EDUCATION OR DESIGNEE REVIEW DATE

ACTIVE CODE: 0=ACTIVE 1=DISCONTINUED 2=COMPLETED 3=NON-EEN

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PAGE 24 FOR INITIAL PLACEMENT, ADDENDUMS AND REEVALUATIONS STUDENT'S NAME_____

NARRATIVE (DOCUMENT PREVIOUS INTERVENTIONS, TESTING PERFORMANCE, CONCLUSIONS AND RECOMMENDATIONS)

SPECIALIST NAME AREA

SOCIAL, EMOTIONAL OR EDUCATIONAL FACTORS EFFECTING THIS DECISION_____

WHAT IS THIS CHILD'S DISABILITY?_____

SUSPECTED AGE OF ONSET OF DISABILITY?_____

HOW IS THIS A HANDICAPPING CONDITION?_____

WHAT MAKES THIS AN EXCEPTIONAL EDUCATION NEED?_____

SUMMARY OF RECOMMENDATIONS_____

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PAGE 23 STUDENT'S NAME_____

OTHER TESTS AND OBSERVATIONS DATE RESULTS

POSITIVE LEARNING BEHAVIORS FREQUENCY OR ASSOCIATED CONDITIONS

PROBLEM LEARNING BEHAVIORS FREQUENCY OR ASSOCIATED CONDITIONS

REINFORCERS, SCHEDULES, COMMENTS:_____

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STUDENT'S NAME _____

AIS-ID	DATE	DESCRIPTION	TC. ID	HOURS	MATERIAL	MLO CODE	START DATE	EST. C. DATE	CRIT LEV. SEL	CRIT LEV. ACH.	ACT CODE

ACTIVE CODES: 0=ACTIVE 1=DISCONTINUED 2=COMPLETED 3=TRANSFER TEACHER

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APPENDIX C

STUDENT PROGRAM

Student Number		__ __ __ __ __ __ __ __ __ __ __ __
ATS-IDS		__ __ __ __ __ __
Teacher ID NO.		__ __ __ __
Date Entered (YR/MO.)		__ __ __ __
Action	5001	__
Hours	5002	__ __ __ __
Modality	5003	__ __
Material	5004	__ __ __ __ __ __ __ __ __ __ __ __
Active	5005	__
Start Date (YR/MO.)	5006	__ __ __ __
Est. Comp. Date (YR/MO)	5007	__ __ __ __
Crit Level Set	5008	__ __ __ __
Crit Level Achieved	5009	__ __ __ __

Student Number		__ __ __ __ __ __ __ __ __ __ __ __
ATS-IDS		__ __ __ __ __ __
Teacher ID NO.		__ __ __ __
Date Entered (YR/MO.)		__ __ __ __
Action	5001	__
Hours	5002	__ __ __ __
Modality	5003	__ __
Material	5004	__ __ __ __ __ __ __ __ __ __ __ __
Active	5005	__
Start Date (YR/MO.)	5006	__ __ __ __
Est. Comp. Date (YR/MO)	5007	__ __ __ __
Crit Level Set	5008	__ __ __ __
Crit Level Achieved	5009	__ __ __ __

STUDENT TRANSMITTAL

Student Number		__ __ __ __ __ __ __ __ __ __ __ __
Action	4001	__
Last Name	4002	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
First Name	4030	__ __ __ __ __ __ __ __ __ __ __
Parent/Guardian Name	4003	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Address	4004	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
City	4005	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Zip Code	4006	__ __ __ __ __
District of Residence	4007	__ __ __ __
County of Residence	4008	__ __
Student EEN Code	4009	__ __
Date Placed (YR/MO/DA)	4010	__ __ __ __ __ __
Date Withdrawn	4011	__ __ __ __ __ __
Functional Reg. Level	4015	__ __ __
Functional Math Level	4016	__ __ __
District Attending	4017	__ __ __ __
School Attending	4018	__ __ __
Distance	4019	__
Active Code	4020	__
Time Reg. Ed.	4021	__ __
Major EEN Percent	4022	__ __ __
LD Formula	4023	__.__ __X__ __.__X.__=__.__ __
3 Year Reeval Date	4024	__ __ __ __
Test Score (1)	4025	__ __ __ __ __ __ __ __ __ __ __ __ (Yr. Mo.) (T.C.) (Score)
Test Score (2)	4026	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Test Score (3)	4027	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Test Score (4)	4028	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Test Score (5)	4029	__ __ __ __ __ __ __ __ __ __ __ __ __ __ __
Transportation	4031	__ (Y-Yes; N-No; S-Special)

APPENDIX D

STUDENT NUMBER	STUDENT NAME	EEN MAJOR	%	ATS	ATS NAME	DATE	MATERIAL	MOD	ACT
				240602	IDENT LONG VOWELS	8110		11	0
				240644	RECOGNIZE IDENTIFY INITIAL CONSONANT	8110		11	0
				240641	IDENTS RHYMING WORDS	8110		11	0
				240645	RECOGNIZE IDENTIFY FINAL CONSONANT	8110		11	0
GRC92475200	[redacted]	HI	20	20602	INCREASE OVERALL INTELLIGIBILITY	8105	SPEECH	12	0
				120504	DISCRIMS AMONG SINGLE WORDS	8011	AID	11	0
				90316	ANSERS QUESTONS REQUESG PERSNL INFO-NAM ADDRS PHON	8205	QUESTION	22	0
				142101	IDENTIFIES PENNY NICKEL DIME QUARTER HALF DOLLAR	8105	COIN	12	0
				141301	BASIC FACTS - VERTICAL - SUBTRACTION	8011	BODY	11	0
				220615	ARRANGES 4 TO 6 PICS IN SEQ L TO R TO TELL STORY	8011	PIX	15	0
				170103	ACCEPTS CONSTRUCTIVE CRITICISM FROM OTHERS	8205	COMMENT	15	0
				240602	IDENT LONG VOWELS	8105	LETTER	13	0
				240102	ALPHAS WORDS ACCORDING TO FIRST LETTER	8105	WORD	13	0
				230211	DISTINGUISH BETWEEN FACT AND OPINION	8105	STORY	12	0
HI051276100	[redacted]	HI	0	40102	BODY IMAGE	8201	SELF PIX	13	0
				390407	LABELS PICTURES WITH WRITTEN WORDS	8211	PIX/WORD	13	0
				340314	PLACES SCRAMBLED LETTERS OF ALPHA IN ORDER	8211	LETTERS	12	0
				320201	PERSONAL PRONOUNS I YOU HE	8105	WORD	12	0
				280601	COMP TASKS WITHOUT BEING SUPERVISED	8211	TASK	15	0
				142906	STATES DATE FROM CALENDAR	8211	CALANDAR	12	0
				142901	RECITES DAYS OF WEEK IN SEQUENCE	8211	CALANDAR	12	0
				280412	COOPERATES AS A TEAM MEMBER	8105		14	0
				240809	IDENTS 200 TO 300 WORDS	8211	WORD	11	0
				240644	RECOGNIZE IDENTIFY INITIAL CONSONANT	8211	LETTER	12	0
				240101	ARRANGED LETTERS OF ALPHABET IN ORDER	8011	LETTER	15	0
				220608	MATCH LETTERS A TO Z	8105	LETTER	11	0
				142917	RECOGNIZES SPECIFIED HOLIDAY	8211	CALANDAR	12	0
				170601	EXCESSIVE WHINING CRYING POUTING FOR CA	8211	ACTION	15	0
				170105	ACCUSATIONS REDUCE	8211	SIGN	15	0
				142002	READS LINE BAR CIRCLE AND PICTO GRAPH	8211	CALANDAR	12	0
				40311	OWN BIRTHDATE	8211	CALENDAR	12	0
				50201	ATTENTION SPAN	8105	TM	15	0
				40705	WILD ANIMALS	8105	PIX	11	0
				90316	ANSERS QUESTONS REQUESG PERSNL INFO-NAM ADDRS PHON	8211	QUESTION	12	0
				60803	IMPLEMENT PROGRAM TO INCREASE ATTENDANCE	8201		0	0
				50408	DISPLAYS APPROP BEHAV IN MINIMALLY STRUCT SITUATIO	8211	ACTION	15	0
				50203	ASSIGNMENT COMPLETION	8105	TM	11	0
				140802	MATCHES 1 TO 10 WITH NUMERAL WORDS	8105	WORD	11	0
				140503	SEQUENCES 1 TO 20	8105	NUMERAL	13	0
				140303	IDENTIFIES 1 TO 20	8105	NUMERAL	13	0
				140102	ROTE COUNT TO 20	8105	NUMERAL	13	0
				120204	COMMUNICATES EXP THROUGH SIGNS	8105	SIGN	14	0
				90608	USES COMMON SOCIAL PHRASES E.G. THANK YOU	8211	WORD/SIGN	11	0
				120103	IDENTS SHORT PHRASES	8105	PHRASE	14	0
				91107	EXPAND SIGNS	8210	SIGN	15	0
J0042877100	[redacted]	HI	0	30112	TELLS OWN PHONE NUMBER	8212	TASK	11	0
				20602	INCREASE OVERALL INTELLIGIBILITY	8110	VOICE	11	0
				240644	RECOGNIZE IDENTIFY INITIAL CONSONANT	8212	LETTER	12	0
				390501	ANSWERS WRITTEN QUES W WRITTEN ANSWER	8212	TASK	12	0

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STUDENT NUMBER	STUDENT NAME	EEN MAJOR	%	ATS	ATS NAME	DATE	MATERIAL	MOD	ACT
				300505	WITH CV PATTERN-SPELLS WORDS	8212	WORD	12	0
				240807	IDENTS 100 TO 150 WORDS	8212	WORDS	11	0
				240645	RECOGNIZE IDENTIFY FINAL CONSONANT	8212	LETTER	12	0
				240601	IDENT CONSONANTS	8212	LETTERS	12	0
				220843	RECITES ALPHABET IN SEQUENCE	8212	LETTERS	11	0
				220834	LABELS SPECIFIC PICTURES OF FAMILY MEMBERS	8110	PIX	11	0
				220828	CLASSIFIES BY ASSOCIATION	8011	PUZZLES	13	0
				220827	CLASSIFIES BY FUNCTION	8011	PIX	13	0
				220825	CLASSIFIES BY CATEGORY	8011	PIX	13	0
				220733	FOLLOWS 2-3 DIRECTIONS	8212	TASK	15	0
				120205	EMPLOY TOTAL COMMUNI IN COMMUNI SKILLS	8110	SIGN SPEECH	21	0
				220721	MATCHES SPOKEN WORD TO OBJECT	8110	AID TRAINER	23	0
				220615	ARRANGES 4 TO 6 PICS IN SEQ L TO R TO TELL STORY	8212	PIX	13	0
				142901	RECITES DAYS OF WEEK IN SEQUENCE	8212	CALENDAR	11	0
				120504	DISCRIMS AMONG SINGLE WORDS	8212		23	0
				170105	ACCUSATIONS REDUCE	8212		15	0
				142915	IDENTIFIES EACH SEASON FROM PICTURES	8212	PICTURES	11	0
				142915	IDENTIFIES EACH SEASON FROM PICTURES	8110	PIX	11	0
				142902	RECITES MONTHS OF YEAR IN SEQUENCE	8212	CALENDAR	11	0
				120103	IDENTS SHORT PHRASES	8212		13	0
				91406	TAKES TURN IN SPEAKING SITUATION	8212		25	0
				90316	ANSERS QUESTOAS REQUESG PERSNL INFO-NAM ADDRS PHON	8212		11	0
				40311	OWN BIRTHDATE	8212	TASK	11	0
				40605	IDENTIFIES AND GIVES CHARACTERISTICS OF FALL	8212	TASK	11	0
				40604	IDENTIFIES AND GIVES CHARACTERISTICS OF SUMMER	8212	TASK	11	0
				40603	IDENTIFIES AND GIVES CHARACTERISTICS OF SPRING	8212	TASK	11	0
				40602	IDENTIFIES AND GIVES CHARACTERISTICS OF WINTER	8212	TASK	11	0
				90307	NAMES FAMILIAR OBJECTS	8110	LANG PIX	11	0
				90305	NAMES TOYS	8110	LANG PIX	11	0
				90303	NAMES PEOPLE	8110	LANG PIX	11	0
				90301	NAMES BODY PARTS ON SELF	8110	SELF	21	0
				90210	IMITATION	8011	PICT WORD	11	0
				50106	RESPONDS VERBALLY	8011	AUDITORY AI	21	0
				50103	APPROP WITH PEERS UNSTRUCTURED SITUATION	8212	TASK	15	0
				41301	LOCATION OF BODY PARTS	8110	PIX	11	0
K0031478100	[redacted]	HI	0	40326	SEASON	8206	PIC	11	0
				20605	PRODUCES APPROP NUMBER OF SYLLABLES PER WORD	8204	TAPPING	11	0
				40322	DAY	8206	CALENDAR	11	0
				40304	DAY NIGHT	8206	PIX	11	0
				41301	LOCATION OF BODY PARTS	8103	SELF PIX	0	0
				50403	COMPLIANCE WITH INSTRUCTIONS COMMANDS	8206	VERBAL	11	0
				50201	ATTENTION SPAN	9103		0	0
				100215	DRAWS COMPLETE PERSON	8206	PENCIL	12	0
				91004	VOCALIZES WORD APPROXIMATION WITH SIGNING	8206	SPEECH	11	0
				91001	SIGNS TO INDICATE BASIC NEED	8103	SIGN	0	0
				90317	NAME SHAPES	8204	SHAPES	11	0
				240644	RECOGNIZE IDENTIFY INITIAL CONSONANT	8206	LETTER PIX	11	0
				240101	ARRANGED LETTERS OF ALPHABET IN ORDER	8206	LETTERS	15	0
				220617	COMPLETE PICTURES PATTERNS	8206	PIX	12	0

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APPENDIX E

MODALITY CODE

		1 LOOK VISUAL	2 LISTEN AUDITORY	3 FEEL KINESTHETIC	4 SMELL OLFACTORY	5 TASTE GUSTATORY
1	SAY					
2	WRITE					
3	POINT					
4	IMITATE					
5	COMPLY					

1 - Look (Visual)

2 - Listen (Auditory)

3 - Feel (Kinesthetic)

4 - Smell (Olfactory)

5 - Taste (Gustatory)

1 - Say

2 - Write

3 - Point

4 - Imitate

5 - Comply

When filling in modality spaces on Student Program Transmittal, place the numberoon the first space and the letter on the second space.

Example: Look/Say 1 1

APPENDIX F

COPIES:
DIR. OF SP. ED
PRINCIPAL
PARENTS-GUARDIANS
ALL TEACHERS
FILE

IEP
INDIVIDUAL EDUCATION PLAN
STEVENS POINT AREA PUBLIC SCHOOL DISTRICT
(SUPPLEMENTED BY DAILY LESSON PLAN)

INITIAL REPORT ____
PROGRESS REPORT ____
ADDENDUM REPORT X
COMPLETION REPORT ____
M-TEAM EVALUATION ____
NON EEN STUDENT ____
LAST REPORT DATE 4-20-82
M-TEAM DATE 12-20-82
GRADE 3

To Add L.D.

STUDENT ID NO: 4L091273100 STUDENT NAME: [redacted] FIRST NAME: [redacted]

PARENT-GUARDIAN: [redacted] ADDRESS: [redacted] CITY: [redacted] ZIP CODE: [redacted]

DIST. OF RES.: STEVENS POINT EEN CODE: S/L DOB: 730912 TEST GIVEN: WISC

TEST DATE: 8203 TEST SCORE: FS IQ: 103 VB IQ: 098 PF IQ: 109 IQ: MA: PLA:

FUNCTIONAL READING LEVEL: 053 FUNCTIONAL MATH LEVEL: 023 SCHOOL ATTENDING: ROOSEVELT

ACTIVE CODE: 0 TIME REGULAR ED: 07 TIME MAJOR EEN AREA: 007 3 YEAR REEVALUATION DATE: 8504

LD FORMULA: 1.03 X 04.7 X .5 = 2.42 ADAPTIVE PHY ED YES NO TRANSPORTATION:

SPECIFIC REASON FOR REFERRAL: [redacted] DATE OF REFERRAL 3-22-82

HANDICAPPING OR OTHER CONDITIONS

PARENTS IN ATTENDANCE AT M-TEAM STAFFING: YES NO RESIDENCE TELEPHONE NO: 345-1893

FOSTER PARENTS: NA ADDRESS NA

CURRENT HEALTH, PSYCHOLOGICAL, SCHOOL SERVICES Regular Education, Speech and Language

WITH THE KNOWLEDGE AND INFORMATION KNOWN TO ME AT THIS TIME I BELIEVE CONTINUATION/

IMPLEMENTATION OF THE PLACEMENT IN THE Speech and Language and Learning Disabilities

PROGRAM(S) IS IN THE BEST INTEREST OF THE ABOVE NAMED PERSON.

SIGNATURES REQUIRED TEACHERS SHOULD SUBMIT MINORITY REPORTS IF NEEDED AND NOTE

COORDINATOR: Mike Bubla TEACHER/AREA/ID NO.: Barb Horn-Classroom Tchr

PRINCIPAL: Mike Bubla TEACHER/AREA/ID NO.: Catherine Steffen-S/L-25

TEACHER/AREA/ID NO.: Donna Mehlberg-Classroom Tchr TEACHER/AREA/ID NO.: Elinor Llewellyn-LD-66

I HAVE READ AND UNDERSTAND THIS REPORT, MY RIGHT TO PARTICIPATE IN ITS DEVELOPMENT AND MY RIGHT TO APPEAL THOSE OBJECTIVES OR PLACEMENTS WITH WHICH I AM IN DISAGREEMENT AT ANY TIME. I AGREE WITH THE CURRENT RECOMMENDATIONS.

SIGNATURE OF PARENT/GUARDIAN/SURROGATE PARENT/STUDENT DATE

I AM DISSATISFIED WITH THE OBJECTIVES AND/OR PLACEMENT RECOMMENDED FOR MY CHILD AND I REQUEST ANOTHER M-TEAM STAFFING.

SIGNATURE OF PARENT/GUARDIAN/SURROGATE PARENT/STUDENT DATE

DIRECTOR OF SPECIAL EDUCATION OR DESIGNEE REVIEW DATE

ACTIVE CODE: 0=ACTIVE 1=DISCONTINUED 2=COMPLETED 3=NON-EEN

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PAGE 24 FOR INITIAL PLACEMENT, ADDENDUMS AND REEVALUATIONS STUDENT'S NAME [redacted]

NARRATIVE (DOCUMENT PREVIOUS INTERVENTIONS, TESTING PERFORMANCE, CONCLUSIONS AND RECOMMENDATIONS)

SPECIALIST NAME Elinor Llewellyn AREA Learning Disabilities

I reevaluated Jason as stated on the last IEP dated 4-20-82. At this time he shows an exceptional educational need in the area of Math. His scores on the Woodcock Johnson indicate a severe deficit (2%ile) in the math area. He is also having some problems in written language, however, they are not as severe. Even in reading which is his strongest area, especially in areas of word attack and word identification, he shows some weakness in the comprehension area. I suggest placement in the learning disabilities program for 20 minutes, 4 times a week.

SPECIALIST NAME Barb Horn AREA Classroom Teacher

Jason has difficulty staying on task. He does not read directions carefully and therefore does constantly get discouraged. He also demands a lot of attention.

He has trouble constantly getting along with his peers. He seems to be generally unhappy and his temperment shows that. It seems apparent that he should be doing better.

SOCIAL, EMOTIONAL OR EDUCATIONAL FACTORS EFFECTING THIS DECISION low auditory avenue of learning, has repeated kindergarten

WHAT IS THIS CHILD'S DISABILITY? auditory deficits, visual motor

SUSPECTED AGE OF ONSET OF DISABILITY? unknown

HOW IS THIS A HANDICAPPING CONDITION? 2 years behind peers in auditory memory and grammar tasks, lag in academic areas, especially math

WHAT MAKES THIS AN EXCEPTIONAL EDUCATION NEED? significant lags in academic areas and the language area interferes with classroom performance

SUMMARY OF RECOMMENDATIONS Placement in the learning disabilities with continuation in speech and language programs is recommended.

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 STUDENT'S NAME [redacted]

OTHER TESTS AND OBSERVATIONS	DATE	RESULTS
Wide Range Achievement Test	12-6-82	Reading 5.9, Spelling 3.9, Arithmetic 3.1
Key Math	12-15-82	2.3 total score
Woodcock Johnson I - Cognitive Ability	11-82	3.1 full scale score
Woodcock Johnson II - Achievment Test	11-82	Reading 3.1, Math 1.6, Written language 2.5, Knowledge 2.6, Skills 2.4
Woodcock Reading Mastery Test	12-6-82	3.8 total score

POSITIVE LEARNING BEHAVIORS	FREQUENCY OR ASSOCIATED CONDITIONS
word identification	3.8 on Woodcock Reading
word attack	7.0 on Woodcock Reading

PROBLEM LEARNING BEHAVIORS	FREQUENCY OR ASSOCIATED CONDITIONS
Math	2.3 on Key Math, 1.6 on Woodcock Johnson II, 2%ile severe deficit
measurement	1.8 on Key Math
word problems	2.0 on Key Math
addition	2.5 on Key Math
subtraction	3.6 on Key Math (does not borrow, inverts numbers)
mental computation	2.0 on Key Math
money	2.0 on Key Math
fractions	2.3 on Key Math
math	a severe deficit is shown when cognitive ability is compared to achievement on Woodcock Johnson I

REINFORCER, SCHEDULES, COMMENTS: ---

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STUDENT'S NAME [redacted]

OTHER TESTS AND OBSERVATIONS	DATE	RESULTS

POSITIVE LEARNING BEHAVIORS	FREQUENCY OR ASSOCIATED CONDITIONS

PROBLEM LEARNING BEHAVIORS	FREQUENCY OR ASSOCIATED CONDITIONS
written language	2.5 on Woodcock Johnson II
punctuation	did not know how to make question mark on Woodcock-Johnson II
skills	2.4 (moderate deficit) on Woodcock Johnson II
passage comprehension	3.1 on Woodcock Reading
word comprehension	2.8 on Woodcock Reading

REINFORCER, SCHEDULES, COMMENTS:

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PAGE 3

STUDENT ID NO AL091273100 STUDENT NAME [redacted] FIRST NAME [redacted]

EEN AREAS SERVED

AREA	REVIEW DATE	STATE RULE	PERCENTAGE OF TIME
Speech and Language	5-83	PI11.34(2)(f)	7%
Learning Disabilities	12-83	PI11.34(2)(g)	7%

CURRENT OBJECTIVES	TC.		MOD	START	EST. C.	CRIT LEV.	CRIT LEV.	ACT.
AIS-IP DATE DESCRIPTION	ID	HOURS MATERIAL	CODE	DATE	DATE	SET	GEN.	CODE
030116 8212 REPEATS 4 UNITS	0066	TCHR MADE	21		0305	0804		0
030117 8204 REPEATS 5 UNITS	0035	TCHR MADE	21	8205	0305	0904		0
040216 8212 PAIR	0066	TCHR MADE	11		0305	1004		0
060904 8204 MONITOR IN FULL MAINSTREAM	0066	TCHR MADE	15		0301	0904		0
141005 8212 WRITES NUMBERS IN CORRECT PLACE	0066	TCHR MADE	22		0304	0904		0
141201 8212 BASIC 100 FACTS - VERTICAL - ADDITION	0066	DIGIFOR	11		0304	0854		0
141206 82,2 2 DIGIT PLUS 1 DIGIT WITH REGROUPING	0066	KOTTMEYER	12		0309	0804		0
141301 8212 BASIC FACTS - VERTICAL - SUBTRACTION	0066	DIGIFOR	11		0304	0854		0
141306 8212 1 DIGIT FROM 2 DIGIT WITH REGROUPING	0066	KOTTMEYER	12		0309	0804		0
141602 8212 IDENTIFIES FRACTIONAL PARTS OF FIGURE	0066	MILTON BRAD	11		0305	0854		0
142108 8212 STATES COMBINED VALUE OF ANY COINS UNDER 1 DOLLAR	0066	COINS	11		0305	0904		0
142711 8212 STATES TIME TO NEAREST 5 MINUTES	0066	CLOCKS	11		0305	0904		0
143210 8212 MEASURES OBJECT IN FT INCHES AND FRACTIONS THEREOF	0066	TCHR MADE	25		0305	0854		0

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STUDENT ID NO AL09127100 STUDENT NAME [redacted] FIRST NAME [redacted]

CURRENT OBJECTIVES AIS-IC DATE DESCRIPTION	IC. ID	HOURS	MATERIAL	MOD CODE	START DATE	EST. C. DATE	CRIT LEV. SEI	CRIT LEV. ACH.	ACT. CODE
144604 8212 STATES IF THERE IS SUFF OR INSUFF INFO TO SOLVE PROB	0066		DLM	11		8309	080A		0
144610 8212 CORRECTLY SOLVES WORD PROBLEMS	0066		DLM	12		8309	080A		0
220733 8212 FOLLOWS 2-3 DIRECTIONS	0066		TCHR MADE	25		8305	090A		0
230201 8212 IDENTIFIES MAIN IDEA IN READING SELECTION	0066		BARNELL LOF	11	8301	8305	085A		0
230202 8212 IDENTIFIES DETAILS WHICH SUPPORT MAIN IDEA	0066		BARNELL LOF	11	8301	8309	085A		0
230210 8212 IDENTIFIES ANALOGIES	0066		PEABODY	11	8301	8309	085A		0
300601 8212 WRITES AND SPELLS LSIT OF 10 WORDS	0066		KOTTMEYER	11	8301	8309	085A		0
320101 8204 IRREGULAR PLURALS	0025		TR CARDS	11	8205	8305	090A		0
320303 8204 USES IRREGULAR PAST TENSE VERBS	0025		TR CARDS	11	8205	8305	090A		0
320403 8204 COMPARATIVES REGULAR IRREGULAR	0025		WHITMAN CAR	11	8205	8305	090A		0
320404 8204 SUPERLATIVES REGULAR IRREGULAR	0025		WHITMAN CAR	11	8205	8305	090A		0
390410 8204 SEQ 5 SYN IN CORR ORDER AFTER 1 MINUTE LARSE	0025		TCHR MADE	14	8205	8305	090A		0
390505 8212 WRITES QUES AND EXCLA MARKS CORRECTLY	0066		TCHR MADE	22		8305	100A		0

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NOTIFICATION OF PLACEMENT
IN EXCEPTIONAL
EDUCATION PROGRAMMING
STEVENS POINT PUBLIC SCHOOLS

[redacted] | 9-12-73 | 7-4
(Student's Name) | (Date of Birth) | (Chronological age)

Roosevelt | Roosevelt
(Present school enrollment) | (Placement school enrollment)

3rd | 12-20-82
(Grade) | (Date of multidisciplinary Team Meeting)

TYPE OF PROGRAM

___ Speech and Language
X Learning Disabilities
___ Emotionally Disturbed
___ Hearing Impaired
___ Visually Impaired
___ Early Childhood
___ Educably Mentally Handicapped
___ Trainable Mentally Handicapped
___ Homebound
___ School aged Mother
___ Multiply or physically handicapped
___ Multi catagorical

PROGRAM LEVEL

___ Early Childhood
X Primary
___ Intermediate
___ Elementary Wide Range
___ Junior High
___ Senior High
___ Secondary Wide Range

TYPE OF SERVICE

___ Itinerant
X Resource
___ Self Contained
___ Integrated
___ Modified
___ Complete

SUPPORT SERVICES

___ Physical Therapy
___ Occupational Therapy
___ Student Counseling
___ Parent Training
___ Social Worker
___ School Nurse
X Speech and Language
___ Transportation
___ Psychological Services
___ Adaptive Phy.Ed.

Percentage of time in Regular Education 87%

Anticipated date of enrollment 1-83

Estimated length of program involvement or reevaluation date 3 years or less - 8601

Regular Education involvement Continued academic programming with support from learning disabilities in math and reading.

Program justification Exhibits significant delays in math and delays in specific areas of reading.

John Lyon | 1-14-83
(Signature of Director of Special Education) | (Date)

CC: Attached to all copies RCK-5/80